



The role of motivation in second language acquisition

Kobilova Aziza Baxriddinovna

Senior teacher of English Linguistics Department, Bukhara State University

Buronova Guzaloy

Student of the Faculty of Foreign Languages, Bukhara State University

***Annotation:** The article aims is to explore the role of motivation in second language acquisition. This article investigates the importance of motivation and gives some essential factors of motivation in language acquisition.*

***Keywords:** Second Language Learning, extrinsic, instrumental, Intrinsic, Integrative, second language acquisition.*

Motivation is one of the foremost necessary factors for learning a second language proficiently. Motivation can be a key factor for explaining the success or failure of any tough activity. It is simple in second language learning to state that a learner is going to be successful with the correct motivation. Such claims are supported by studies and experiments in human learning. But they never supply an in-depth understanding of what motivation is and what the subparts of the motivation area unit are. What will it mean to mention that somebody is motivated? How will we produce, promote, and preserve motivation?

There are also a large number of factors that can influence second language (L2) learning. Learners, who are more motivated to learn to persist longer, produce higher quality effort, learn more deeply, and perform better in classes and on tests.

There are a lot of different definitions for the term motivation. Crookes and Schmidt define motivation as the learner's orientation regarding the aim of learning a second language. According to Elliot and Covington motivation is learning the language for people's actions, desires, and needs. Motivation may also be defined as one's direction to behavior or what causes a person to want to repeat a behavior and vice versa. Pardee agrees that motivation is what encourages the person to act in a certain way or develop an inclination for a particular behavior.

This has been widely discussed by students of Second Language Acquisition (SLA), like Dornyei and Gardner, particularly that specialize in however it affects L2 learners' performance in varied aspects of the L2 language and learning method. For example, a strong motivation is commonly cited as a key contribution to assist L2 learners succeed and improving [2, 5]. Thus, motivation refers to a method that starts with a requirement and results in a behavior that moves a person towards achieving a goal (ibid). Dornyei and Csizer [1, 262] depict that motivation is to blame for achievement in learning, and while not adequate motivation, learners with distinctive talents won't be able to fulfill such objectives, although they have a good course of studying process and teachers.

Motivation may be a key factor to accomplish a specific activity. It is difficult to imagine someone learning a language while not some extent of motivation. Additionally, academics typically judge that language learners' achievements or disappointments principally depend on the absence or presence of motivation. This broad definition provides a strong foundation for the thought of this space of study.



According to Gardner and Lambert [3, 5], integrative motivation is language learning for personal growth and cultural enrichment. Integrative motivation describes learners who wish to integrate themselves into the culture of the second language group and become involved in social interchange in that group.

A positive attitude towards L2 Community is the most crucial factor in learning the L2. One must have an attitude towards that community and wish to become a member of the native community. While learning L2, motivation depends on the attitudes towards such a community. While learning L2, motivation depends on the attitudes towards such a community.

If learners want to be motivated they should enjoy learning the L2. Usually, students who are intrinsically motivated are more likely to continue their studies than extrinsically motivated ones and they can easily participate in an activity for the pleasure of learning the L2. Additionally, students who have integrative motivation enjoy learning the L2 and the culture of that community. There should be some enjoyment when the learning process to be motivated to continue studying the L2.

Several external pressures motivate learners to learn an L2. For example, it can be to please parents, receive a reward, or win in the competition; learners are motivated to satisfy external pressures.

The ideal self is one of the most crucial factors that indicates what a person would like to become, bringing together elements of both the instrumental and integrative sides of Gardner and Lambert's theory. Every learner's image of their future self will involve instrumental qualities such as employment and lifestyle, and integrative qualities such as willingness to be a well-educated, sophisticated, punctual, and globally aware person.

To conclude, learners' motivation can go up and down depending on the various aspects and models of motivation that affect language learning. In addition, several factors can influence second language acquisition.

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